



**Argosy University
San Francisco Bay Area Campus
Doctoral Program in Clinical Psychology
PP 7355: Intensive Clinical Observation
Spring, 2009**

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Office Hours: By appointment (San Francisco: Mon/Tue; Alameda: Wed/Thu)

Course Description:

Intensive Clinical Observation is a specialized course that allows students to participate in the Intensive Clinical Training elective as an observer. Students become members of an "observing team" that views therapy sessions through a one-way mirror and participates in both pre and post-clinical sessions. This course is an invaluable tool to gain clinical experience.

Course Purpose:

This one-unit course exposes beginning students to the structure and process of actual clinical work and allows them to contribute to the therapeutic process in an indirect yet meaningful manner.

Course Objectives:

Upon completion of this course, students will be able to:

1. Understand how therapy sessions are structured, organized, and conducted.
2. Appreciate the underlying principles of therapy and supervision.
3. Participate meaningfully as reflecting team members.

Course Relevant Program Outcomes, Competencies and Objectives:

GOAL 2: *The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.*

Objective #1: *Students will acquire an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.*

Competency #1: *Students will demonstrate an understanding of a variety of theoretical orientations underlying a wide range of methodologies for intervention.*

Objective #2: *Students will acquire an understanding of a variety of therapeutic methodologies, including empirically supported therapeutic interventions.*

Competency #2: *Students will demonstrate competence in a variety of therapeutic methodologies, including empirically supported therapeutic interventions. Students will demonstrate evidence-based research relevant to the therapy models.*

Required Text:

Morgan, A. (2000). *What is narrative therapy?* Adelaide: Dulwich Centre Publications.
ISBN: 978-0957792906

Required Readings:

- Alexander, S., Shilts, L., Liscio, M., & Rambo, A. (2008). Return to sender: Letter writing to bring hope to both client and team. *Journal of Systemic Therapies*, 27(1), 59-66.
- Andersen, T. (1992). Reflections on reflecting with families. In S. McNamee & K. Gergen (Eds.), *Therapy as Social Construction*. London: Sage Publications.
- McGibbon, D. (2004). Narrative therapy with young people: What externalizing practice and use of letters make possible. *International Journal of Narrative Therapy and Community Work*, 4, 35-41.
- Morgan, A. (2000). Therapeutic letters. In *What is Narrative Therapy?* Adelaide: Dulwich Centre Publications.
- Rombach, M. (2003). An invitation to therapeutic letter writing. *Journal of Systemic Therapies*, 22(1), 15-32.
- Russell, S. & Carey, M. (2003). Outsider witness practices: Some answers to commonly asked questions. *International Journal of Narrative Therapy and Community Work*, 1, 3-16.
- White, M. (2000). Relecting-team work as definitional ceremony revisited. In *Reflections on Narrative Practice*. Adelaide: Dulwich Centre Publications.

*These readings can be found on-line through Argosy's online resources, the American Psychological Association's Website, or other web searches. The syllabus contains links detailed below to Argosy's online resources.

Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.

Course Policies

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of the class, as well as after breaks **will** result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

Assignments: Any assignments turned in ***late will automatically be lowered one full grade***. Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

Class Participation: Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of

your discussion contributions. “Relevance” refers to being on topic and aware of others’ contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

Professional Ethics: Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

APA Manual: Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

Grading and Evaluation:

50% Attendance and participation in reflecting teams
 10% Participation in pre-and-post-sessions
 20% Technical and structural support
 20% Final paper assignment
 100% Total

Grades:

A 100-93
 A- 92-90
 B+ 89-87
 B 86-83
 B- 82-80
 C+ 79-77
 C 76-73
 F 72 and below

Grading Rubrics (In General):

EXEMPLARY: Students receiving A’s will demonstrate excellence by fully and creatively fulfilling the major learning objectives, along with clear, organized, and succinct written presentations. Knowledge, comprehension, applications, synthesis,

analysis, and critical thinking will all be factors considered in the final grade. Self-observing skills will be strongly in evidence in relevant course assignments. Thoughtful integration of awareness of diversity factors and case materials will be evident in course examinations. Students will also demonstrate completion of readings and thoughtful observations in class discussions, which contribute to the development of conversation and also acknowledge the contribution of others.

PROFICIENT: Students receiving B's will demonstrate a fundamental mastery of the critical course concepts and methodology in all major areas, with clear and professional written presentations. Achievement of learning objectives will be clearly evident, but the student will not have exceeded the basic course expectations.

EMERGING: Students receiving C's will have minimally demonstrated the ability to recognize critical concepts and connect such concepts to clinical data, or observe and document the relationship between different realms of data. There is little evidence of growth in the capacity to self-observe internal reactions. Written presentations are unprofessional, with little evidence of critical review (multiple typos, grammatical errors, confusing sentences, lack of documentation). Class participation is minimal, with minimal efforts to address with instructor.

UNACCEPTABLE: Students receiving F's will not have sufficiently demonstrated the ability to recognize critical concepts and connect such concepts to clinical data, nor observe and document the relationship between different realms of data. There is virtually no evidence of growth in the capacity to self-observe internal reactions. Written presentations are unprofessional, with virtually no evidence of critical review (multiple typos, grammatical errors, confusing sentences, lack of documentation). There is virtually no self-initiated class participation, with no efforts to address with instructor.

****NOTE**** *Attention in grading will be paid to writing skills. Students can and will be failed for poor writing and conceptualization skills. If you anticipate that you will have difficulties in this area, please be proactive and consult with this instructor as soon as possible.*

Reflecting Team Participation (50%):

One of the unique aspects of our program at AUSF/BA is the opportunity for students at different levels of training to participate in the Intensive Clinical Practicum, a low fee clinic located on campus that serves the local community. Patients served by the clinic are racially and economically diverse, including children, adolescents, adults, couples and families, presenting with a wide range of concerns. Treatment in the practicum is provided by a team, including a treating student therapist, several observer students, a lead supervisor and an assistant supervisor (both of these supervisors are advanced students who are in turn supervised by licensed faculty members). The physical set up of the Intensive Clinical Practicum consists of a waiting room and three treatment rooms, each equipped with a one-way mirror and a sound system that allows the team to observe the therapy session.

Student therapists are permitted to practice from the theoretical model of their choice. Student therapists are guided by the principles of this specific model in their work with patients.

During the actual clinical work of the practicum, the student therapist is observed through a one-way mirror by the supervisors and the observing students. The intensive practicum utilizes a developmental model; that is, the student therapist is provided more guidance in the early stages of training and then receives progressively less instruction as she/he becomes able to function more independently. The in-vivo supervision of the student therapists is provided by more advanced students, under the close direction of a core faculty member. The student supervisors, who are enrolled in a supervision class, are required to write weekly Supervision letters to the therapist in which they keep track of their observations of the supervisory process.

Student observers participate in weekly reflecting teams (training is provided in Week 1) wherein they contribute indirectly to the client's therapeutic process. Observer students are also invited to contribute during pre-and-post-therapy sessions by offering feedback, suggestions, and facilitating a self-reflective process for the therapist.

ReflectingTeam Rubrics (50 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Quality of contributions	Consistently offers resonant & authentic reflections that are fluent and appropriate	Often offers resonant & authentic reflections that are fluent and appropriate	Sometimes offers reflections that are awkward, disjointed, inappropriate, and/or giving advice	Frequently offers reflections that are awkward, disjointed, inappropriate, and/or giving advice
Frequency of contributions	Almost always offers at least one reflection per session	Frequently offers at least one reflection per session	Sometimes offers at least one reflection per session	Rarely offers reflections and/or only when prompted
Points	39-50	26-38	13-25	0-12

Participation in Pre- and Post-Session Rubrics (10 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Level of engagement in session	Student proactively contributes reflections by offering ideas and asking questions more than once per session	Student proactively contributes reflections by offering ideas and asking questions once per session	Student rarely contributes reflections by offering ideas and asking questions	Student never contributes reflections by offering ideas and asking questions
Listening Skills	Student listens when others talk; student incorporates or builds off of the ideas of others	Student listens when others talk	Student does not listen when others talk	Student does not listen when others talk; student often interrupts when others speak
Points	9-10	6-8	3-5	0-2

Technical and Structural Support (20%)

Observers provide weekly technical and other support by setting up the observation rooms before the first pre-session (arranging chairs and distributing sound equipment) and taking them down after the final post-session.

Support Rubrics (20 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Diligence	Student is always diligent about performing duties & does fair share of work	Student is usually diligent about performing duties & usually does fair share of work	Student is sometimes not diligent about performing duties and does not do fair share of work	Student is frequently not diligent about performing duties & does not do fair share of work
Points	16-20	10-15	5-9	0-4

Final Paper Assignment (20%):

Student observers will write a 2-3 page paper (due Week 15, the last day of class) in which they reflect upon their experience of the Intensive during the semester. The paper may reference what they have learned; how their ideas about themselves or therapy have changed; examples of high points and low points; etc.

Final Paper Rubrics (20 points):

Performance Element	Exemplary (A, A-)	Proficient (B+, B, B-)	Emerging (C+, C)	Unacceptable (F)
Writing and thinking style	Paper is extremely well-written, reflecting excellent clarity of thought and organization	Paper is well-written, reflecting minor confusion in thought and/or organization	Paper is marginally written, reflecting muddled thinking and some disorganization	Paper is poorly written, reflecting considerable confusion in thinking and/or organization
Self-reflection	Student is consistently self-reflective; major points are supported by strong examples	Student is sometimes self-reflective; major points are given thin support	Student is infrequently self-reflective; major points lack support	Student lacks any ability to self-reflect; major point difficult to determine
Points	<i>16-20</i>	<i>10-15</i>	<i>5-9</i>	<i>0-4</i>

Class Topics, Readings and Assignments:

The first week of class will be devoted to introductions of Intensive members (instructor, teaching assistants, supervisors, therapists, and observers); an overview of the structure and content of the course; descriptions of members' responsibilities and functions; an introduction to the Intensive technology; and training on reflecting team/outsider witness practices. By the end of class (Week 1), the instructor will have assigned clients to therapists and all Intensive members to teams.

From Week 2 – Week 14, the following schedule will be adhered to:

6:45-6:55 Pre-session I
 6:55-7:50 Session I
 7:50-8:05 Post-session I

8:05-8:15 Break

8:15-8:25 Pre-session II
 8:25-9:20 Session II
 9:20-9:35 Post-session II

9:35-9:45 Large Group Meeting

On Week 15, we will follow a modified schedule with abbreviated therapy sessions to allow time for final evaluations and the traditional end-of-semester Intensive dinner party.

Students are expected to read the required text and articles at their own pace.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both The academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.